

CHAPTER THREE

THE THEORY OF DEVELOPMENT

INTRODUCTION

I, *The behaviour seen*. My readers have now followed a group of intelligent, vigorous and healthy young children through the vicissitudes of their feelings and doings with each other over a space of three years' group life. We have watched their behaviour and heard their conversation, and been able to compare many details of the life of this particular group with the sayings and doings of other groups and other individual children, recorded elsewhere.

We have seen these children playing out their private phantasies and trying to impose them upon their companions. We have heard them quarrelling for the possession of a coveted tool or toy, revelling in the sense of power over others and furious when occasion denied them this pleasure. We have seen their miseries and hatreds when rivals claimed a place in the love or attention of playmates or grown-ups, and their unscrupulous efforts to turn such rivals out of favour. We have noticed the moody disaffection of some of the children, and how little any of them could ever bear to be inferior to others in skill or virtue. We have seen how naturally they show suspicion and dislike of new-comers, how severe their strictures upon weaker brethren can be and how even the adults, just judges and defenders of the weak, may incur the united displeasure of the group when fellow-feeling is strong.

We have seen, too, the charm of their friendly ways to their playmates and to grown-ups, their generous apprecia-

tion of each other and unstinted warmth of
love. And we
have watched their eager interest in making
and inventing,
their pleasure in song and dance, and miming,
in exploring
the world of things and arguing about the world
of people.

We have also seen how the younger children
will bite or
spit in playfulness or in anger. We have heard
them chant